

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Gwyneth Ham Elementary School

Yuma Elementary District  
840 E. 22nd Street, Yuma, AZ 85365

- ☐ Excelling
- ☐ Improving
- ☐ Maintaining Performance
- ☒ Underperforming
- ☐ Extremely Small School

**Principal:** Mr. Bruce M. Iverson

**Schedule:** 7:30 AM to 3:30 PM

**Web Address:** [yuma.org/schools/gwyneth.html](http://yuma.org/schools/gwyneth.html)

**E-mail:** [biverson@yumaed.org](mailto:biverson@yumaed.org)

**Grades:** Pre-K-6

**2002 Enrollment:** 642

**Phone:** (928) 782-9241 x 2405

**Fax:** NDS

## ▼ School Overview ▼

### Mission

The Gwyneth Ham Team is dedicated to providing a quality education. It is our purpose to maintain an quality learning environment through the cooperative efforts of home and school. We strongly believe that interpersonal contact enhances student achievement and ensures a higher degree of academic success. We are committed to a philosophy of providing a balanced educational program that recognizes each student's unique differences and needs, and preserves the dignity of each individual.

### Organization and Philosophy

- w Standards-based Instruction & Assessment
- w Integrated Special Education Programs
- w Literacy Rich Environment
- w Lifeskills and Lifelong Guidelines

### Instructional Programs

- w Schoolwide Title I - Rdg, Wrtg, Math
- w CLIP/Reading Specialist Support
- w Special Education Preschool & K-6
- w Literacy For All Frameworks
- w Migrant Home/School Liaisons
- w 21st Century Grant (Extended Day)
- w Gifted Education
- w Art/Music/PE/Media Services

### School/Academic Goals

- w Students will demonstrate at least one year's growth in reading, language and math as reported by Y-DALT test scores.
- w Students will perform at the MEETS or EXCEEDS achievement levels on the AIMS assessment; and at the 50th or above percentile on the SAT9 assessment.
- w Special needs students will MEET or EXCEED annual goals (standards-based) as stated on Individual Education Plans.
- w English Language Learners will demonstrate significant gains in English acquisition as demonstrated on Running Records, Y-DALT (district assessment), SAT9 assessment, and district's standards based report cards.

### Enrollment

October 1, 2001 School Year Student Enrollment:	639
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	39

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

2 School Administrator(s)  
 0 Non-certified Employee(s)  
 3 Teacher(s)  
 3 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

w Facility maintenance/improvement  
 w School safety issues  
 w School needs assessments  
 w Technology planning/improvement  
 w School/business/community relations

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	0.00	Teacher Aide	25.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	1	2	0	0
10 or more years	8	17	0	0

## ▽ Shared Responsibilities ▽

### School

We believe the responsibility of the school exists under two main premises: We are here to help students learn; and we are here to keep students safe. All of our actions and decisions are focused on the students' well-being academically, socially, and personally. We will do this by providing quality curriculum and instruction in a safe, supportive and effective learning environment enabling students to meet state and district performance standards.

### Parents

We believe the responsibilities of parents are to support their child's learning by monitoring attendance and schoolwork completion; volunteering in their child's classroom; attending school events; and participating in decisions relating to the education of their children (i.e., conferences, meetings). Parents are instrumental in maintaining open communication and coordinating efforts between home and school to enable their children to match their school performances with their capabilities.

## ▽ Transportation Policy ▽

Students who attend Gwyneth Ham live within walking distance, therefore they either walk, ride a bike, or are brought by parents. Transportation is provided for special education students as directed in their Individual Educational Plans (IEPs).

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 15 min.	<b>Last Day of School:</b>	5/30/03
<b>Operates on Traditional Schedule</b>			

### Report Card Release Dates

10/11/02	12/13/02	3/14/03	5/30/03
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## Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Title I Learning Lab/CLIP Room/Book Room	W Head Start/Arizona At-risk Preschool
W Special Needs Classrooms/Counselor Room	W Library/Media Center

### Extracurricular Activities

W AM/PM Discovery Club (Child Care)	W Before/After School Title I Prog.
W Before/After School 21st Century Prog.	W Student Ambassadors
W Intramural Sports	W Choir/Art/PE/Drama Clubs
W Band/Orchestra	

### School/Community Resources

W DES Services	W School-based Health Clinic
W Day Care - 6 A.M. to 6 P.M.	W Adult ESL Classes/AWC/NAU-Yuma
W School Bell (Clothing)/Food Banks	W DARE
W Newspaper in Education (N.I.E.)	W Rotary Club

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>W Grade-level average of students' achievement performances (grades three, four and six)exceeded the expected fall to spring growth in reading as measured by the district Y-DALT assessment.</p> | <p>W Grade-level average of students' achievement performances (grades three, four, five and six) exceeded the expected fall to spring growth in math as measured by the district Y-DALT assessment.</p> |
| <p>W Percentage of students meeting or exceeding the 50th percent file (SAT9) in Reading increased 6 percentage points or higher in grades 4, 5 and 6.</p>   | <p>W Percentage of students meeting or exceeding the 50th percent-ile (SAT9) in math increased to 54% (Gr. 5) and 59% (Gr. 6).</p>   |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	26.1 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	3.5 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	97.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	2.5 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Grade 6 Student Citywide Rotary Essay Winner	2002
Grades 4-6 Citywide Fire Poster Winner	2001
School Recognized for Stanford 9 Achievement	2001
Jumprope for Heart - Top Fundraiser	1996

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	68	502	22%	25%	40%	13%
	State	58840	524	9%	17%	45%	29%
Writing	School	63	502	24%	21%	54%	2%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	70	500	20%	29%	27%	24%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	60	496	28%	35%	33%	3%
	State	61305	505	21%	20%	43%	15%
Writing	School	59	483	27%	39%	31%	3%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	67	479	19%	51%	9%	21%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
<b>1</b>	Reading	--	--	--	--	--	--	--	--	--	89	32	60	--	--	--
<b>2</b>	Reading	--	--	--	100	32	50	92	47	52	89	37	53	49	35	57
	Language	--	--	--	100	26	40	96	40	43	94	32	44	59	25	48
	Mathematics	--	--	--	100	29	51	95	47	55	96	62	57	55	59	61
<b>3</b>	Reading	95	24	47	100	26	47	93	31	48	72	40	50	65	42	50
	Language	98	28	49	100	40	51	92	44	54	70	52	56	72	52	57
	Mathematics	100	24	46	100	36	49	89	57	52	71	67	54	74	57	56
<b>4</b>	Reading	89	30	53	100	23	54	92	37	54	74	39	55	68	46	55
	Language	100	28	47	100	26	49	97	38	48	78	41	50	70	47	50
	Mathematics	100	28	51	100	26	54	94	45	55	76	57	57	74	61	58
<b>5</b>	Reading	98	27	51	100	29	51	96	30	51	79	35	51	68	39	53
	Language	100	18	42	100	28	44	97	29	45	79	29	45	67	40	47
	Mathematics	100	27	51	100	38	54	97	39	55	80	54	57	73	51	59
<b>6</b>	Reading	100	26	53	100	32	54	89	43	53	66	42	54	68	46	56
	Language	100	22	41	100	23	44	92	33	44	70	35	45	67	39	47
	Mathematics	100	30	57	100	39	59	91	60	60	70	49	63	72	65	65

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>62</b>	<b>67</b>
<b>Grades 3-4</b>	<b>80</b>	<b>75</b>
<b>Grades 4-5</b>	<b>75</b>	<b>60</b>
<b>Grades 5-6</b>	<b>88</b>	<b>83</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Gwyneth Ham School utilizes Character Counts, LifeSkills and Lifelong Guidelines as the foundation for student and staff behavioral expectations building on respect, consideration and high standards. Issues of discipline are dealt with in a consistent manner including the student, classroom teacher and parent in order to best resolve concerns. The school follows a zero-tolerance policy for violence, drugs, and/or gang-related activity.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

2

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▼ Per Pupil and School Expenditures for the 2000-2001 School Year ▼

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,230	\$1,492,727
Classroom Supplies	NDS	NDS
Administration	\$425	\$284,695
Support Services-Students	\$138	\$92,127
Other Support Services and Operations	\$615	\$411,711
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▼ Contacts ▼

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Bruce Iverson	(928) 782-9241	2405
<b>Transportation Policy</b>	Bruce Iverson	(928) 782-9241	2405
<b>Community Resources</b>	Bruce Iverson	(928) 782-9241	2405
<b>School Nutrition Programs</b>	Linda Cypert	(928) 782-9241	2415
<b>Parent Organization</b>	Bruce Iverson	(928) 782-9241	2405
<b>Student Health/Nurse</b>	Jeanne Renfro	(928) 782-9241	2410

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."